

Home language lexicon of Turkish-Dutch successive bilinguals: comparison to Turkish monolinguals

Studies focusing on the home language in bilingual children's early language development are extremely limited though in childhood bilingualism, linguistic interaction of two languages is extremely important, so not only children's L2, which has been highly focused, but also their L1 development from the very early periods should be investigated. One of the recent studies focusing on Turkish immigrant children's L1 development is by Akoğlu and Yağmur (2016). In their study with 30 bilingual Turkish children and with 30 Turkish monolingual children around 6 year old in the Netherlands, they found out that Turkish immigrant children were not as successful as their monolingual peers in terms of L1 skills. They proposed that these lower skills in their L1 may lead to lower skills in their L2. In line with this background, in this current study, we compare the composition of Turkish-Dutch successive bilinguals' early lexicon and Turkish monolinguals based on the lexical categories in the M-CDI-II. A total of 132 children were involved in the study (54 bilinguals and 78 monolinguals). The children were divided into three groups according to Home Language: a Monolingual Turkish Group (MonoTu, N = 78), a One Parent-One Language Group (OPOL, N = 18) and a Turkish Parents Group (TUP, N = 36). As expected, results revealed significant differences among the groups in the overall size of the productive lexicon (Kruskal-Wallis, $H=13.241$, $df=2$, $p < .05$): overall, the MonoTu Group had a larger lexicon ($M=340$, $s.d.=273$) than the OPOL Group ($M=106$, $s.d.=144$) and the TUP Group ($M=215$, $s.d.=181$). Individual differences between children are also important to consider.